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## ABOUT JOURNAL

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## THE EFFECTIVENESS OF INSIDE-OUTSIDE CIRCLE METHOD BY USING CUE CARD FOR STUDENTS' SPEAKING ABILITY AT SEVENTH GRADERS

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### ABSTRACT

As far as the researcher's knowledge, the analysis of "The Effectiveness of Inside-Outside Circle Method by Using Cue Card for Students' Speaking Ability" is still difficult to find, the researcher formulates the statement of the research, Inside-Outside Circle method is effective for student's speaking ability. The objective of research is to find out whether Inside-Outside Circle method can be effectively for students' speaking ability. This research uses experimental design. The subject are 7B grade as experimental group and 7C as controlled group at SMP Muhammadiyah 11 Surabaya, this sample is taken by snowball sampling. The data collection uses test (pre-test and post-test) as instrument to measure the result of students. The results of the research will be counted using T-test statistic with  $\alpha = 0.05$ . The result of the study is gotten that  $T_{count} = 6.059$  and  $T_{table}$  is 2.007. It means that  $H_0$  push away and  $H_1$  is accepted. From the results, it can be summarized that the use of Inside-Outside Circle by using cue card is effective for students' speaking ability at seventh graders.

**Keyword: Inside-Outside Circle, students' speaking ability, cue card**

### ABSTRAK

Berdasarkan pengetahuan peneliti, analisis "Efektifitas Inside-Outside Circle Method dengan Menggunakan Cue Card untuk Kemampuan Berbicara Siswa" masih sulit untuk ditemukan, peneliti merumuskan masalah penelitian, metode Inside-Outside Circle adalah efektif untuk kemampuan berbicara siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah metode Inside-Outside Circle bisa efektif untuk kemampuan berbicara siswa. Penelitian ini menggunakan desain eksperimen. Subjek penelitian adalah siswa 7B kelas sebagai kelompok eksperimen dan 7C sebagai kelompok kontrol di SMP Muhammadiyah 11 Surabaya, sampel ini diambil dengan snowball sampling. Pengumpulan data menggunakan tes (pre-test dan post-test) sebagai instrument untuk mengukur hasil dari siswa. Hasil penelitian yang akan dihitung dengan menggunakan T-uji statistik dengan  $\alpha = 0,05$ . Hasil dari penelitian ini didapatkan bahwa  $t_{hitung} = 6,059$  dan  $t_{tabel}$  2,007. Ini berarti bahwa  $H_0$  mendorong menjauh dan  $H_1$  diterima. Hasil penelitian dapat disimpulkan bahwa penggunaan Inside-outside Circle dengan menggunakan kartu isyarat efektif untuk kemampuan berbicara siswa di kelas tujuh.

**Kata kunci: Inside-Outside Circle, kemampuan berbicara siswa, kartu petunjuk**

### INTRODUCTION

In learning English, there are four skills that must be achieved by the students. They are listening, speaking, reading and writing. From those skills above, speaking is categorized as productive skill which then become the most important skill to learned (Nunan,1991). It's caused by the fact that the students who want to master English will be able to speak fluently as well as grammatically acceptable (Nunan,1999).

Based on 2006 curriculum, KTSP (Kurikulum Tingkat Satuan Pendidikan), one of the

goals of speaking skill for seventh graders is to enable students to express meaning within spoken functional text and simple short essay in the form of *descriptive* and *procedure* texts to interact with others people in learning English. Thus this study will be focused on speaking descriptive text. Descriptive text is a type of the text that describes a particular person, place, or things by describing its features. By learning this text, students are hoped to be able describe it well.

When teaching young learner teacher has to keep in mind that they have different ability, knowledge, level of motivation and the most important is learning style. Teacher needs vary the approaches and teaching techniques to keep all students get involved and be interested in speaking activity (Klancar, 2006:26). Teacher needs to create a good learning atmosphere to get students to participate more in using the target language. Teacher also has to make students enjoy the learning atmosphere in order to reduce anxiety.

Speaking is a part of English skills that is very important to be learned besides listening, reading, and writing. Speaking is a one of speech activity by using oral speech. According to Tarigan (1987:3) "Speaking is the ability to utter articulate sounds or words to express and convey thoughts, ideas and feelings". He also gives the other argument that speaking is a means to communicate ideas organized and developed according to the needs of the listener. The main purpose of speaking is to communicate in order to convey your thoughts effectively. From definition above we can say that speaking is a sign of system that can be heard and looked that utilizes a number of muscles and tissues of the human body for the purposes and objective ideas are combined. Furthermore, based on basics types of speaking by Brown (2001:142), seventh grade of junior high school students can be categorized in the second type "Intensive" because restrictiveness of knowledge. Moreover, according to Harmer (2007: 348) there are some techniques of teaching speaking; one of them is communication of games. This is the good technique for learners to learn speaking. Because in this technique the learners are carried to be enjoy their learning speaking. In this case learners learn speaking while playing in the class such as solve the puzzle or describing picture. Therefore, communication game is used as it is trusted that it is very interested to be taught in junior high school students.

This study implements cooperative learning as well as applies inside outside circle technique by Brown (2007:47) who stated that cooperative learning give the students to work together in pairs and group. They need to share information and help each other in finding a solution for a certain problem successfully. Inside – Outside Circle is one of cooperative learning techniques that can be applied in the speaking class. Inside-Outside Circle allows the students to interact through the use of two concentric circles with students facing each other at the same time. The first circle forms the inside circle facing outward and the second circle forms the outside circle facing toward students in the inside circle. Students in the inside and outside circle have to ask as many as questions to find the correct partner. (Kagan, 1997:20-21). The implementation of inside-outside circle in teaching speaking begins with the formatting of group. The group is made by dividing the class into three groups with the same number of

member. Teacher will divide them into group one is the inside circle and another group is the outside circle. The inside circle group is facing outward and the outside circle is facing toward, so they will face each other. And the next, teacher will give each student in outside circle group a cue card that contain the different pictures and for the inside circle group will be given the keyword about the person or something which they have to find the correct partners or match the pictures and the keyword. However, they don't allow mentioning the name or person or something in the beginning of the process. So they have to ask as much as possible to the partner until they find the correct partner. In the end of this activity, the teacher asks to the students to grip her/his partner fast. This activity is limited for only one minutes. The activities can be illustrated as:

- Inside group* : is he/she dancer, singer, or artist?
- Outer group* : he is a singer
- Inside group* : does he has straight hair?
- Outer group* : he has curly hair
- Inside group* : how is his skin?
- Outer group* : he has white skin
- Inside group* : is he soloist or group singer?
- Outer group* : he is the one of member of "Coboy Junior"
- Inside group* : is he Bastian?
- Outer group* : yes, you're right

In each one minutes, teacher gives the instruction that means they have to rotate once. The outer group will rotate one position to the left and the inside group will one to the right. Indirectly, they will face with a new partner. It will be stop if they have found the right partner. By doing so, it is hoped that the students can have conversation as much as possible. It is also hoped that they can reduce their anxiety to speak since they do it in group.

The IOC technique is then combined with teaching media; that is cue card. According to Bazo (2007:11) cue card is flash card with image. it is made by stuck the small photos on to card. It may only contain brief notes and key terms (Morgan, 2007). It usually is used to organize idea in presentation, you don't need to write a text but you just need to make some notes on cue card (Nunan, 2003). By using cue card students will be more interested in learning since they are able to link between the materials with the image. It is in line with Harmer (2011) who stated that cue card , with the picture on , can be used to encourage students to respond positively because of the attractiveness of the picture. Beside of that, cue card is simple, easy to procedure, and able to use many times.

Inside-outside circle using cue card as technique in teaching speaking of descriptive text thus experimented. Inside-Outside Circle is included in cooperative learning that allows the students to share information and help each other in finding a solution for a certain problem (Brown, 2007:14). The primary reason to recommend this technique is to enable students to interact with others by using two concentric circles with which they are facing each other at the same time. By doing that, students can practice conducting with different partners as many as possible. The cue card can be used as guidance for the students to use as many expressions as

the can in describing someone or something. By implementing inside – outside circle using cue card, it is expected the students can be encourage to express their thought, feeling as well as their unique expressions when they are communicating with their partners. Thus, the research question formulated asks: Is IOC method by using cue card effective for students’ speaking ability at seventh graders? It is based on the hypotheses: IOC method by using cue card is effective for students’ speaking ability at seventh graders ( $H_0$ ), and IOC method by using cue card is not effective for students’ speaking ability at seventh graders ( $H_1$ ).

## METHOD

This study used quantitative method. A quantitative research method has the purpose to describe a social phenomenon which focused on the relationship between the variables studied. Quantitative research method is often well known as positivistic method because it based on the philosophy of positivism. Sugiyono (2012:14) said that “quantitative method can be interpreted as research method that based on the philosophy of positivisms; it is used to examine population or sample. Then its research design is *Experimental Design* with type of *True Experimental*. Sugiyono (2012:109) says that “there are so many kinds of research design that are able to be used in a research. They are *Pre-experimental design*, *True experimental design*, *Factorial experimental design* and *Quasi-experimental design*.

True Experimental with Pre-tesst-Posttest Group Design is the form of research design of this study. Sugiyono (2012:113) said that “In this research, there are 2 groups chosen randomly. They are Control Group (A) and Experiment Group (B). Than they are given Pretest to know there is difference or not between both of them”. Group A control is the group that is not given Treatment (X) by the researcher while group B experiment is the group given Treatment (X) by the researcher to know is there any influence or not for giving that treatment. The treatment above is the use of Inside-Outside Circle method by using Cue Card in teaching speaking. As for the research design for this model is based on Sugiyono (2012: 113).

**Table 1 Pretest-Posttest Group Design**

<i>Group</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
<i>Control</i>	Y1	-	Y2
<i>Experimental</i>	Y1	X	Y2

**Note:**

Y1: Pretest before treatment (Both of Groups)

Y2: Posttest after treatment (Both of Groups)

X: The Treatment given to Experimental Group

The population of this study was the seventh grade students of SMP Muhammadiyah 11 Surabaya in the years of 2014/2015. It should be clear from the above data that the population of the study consists of four classes of students from 7A-7D.



**Table 2 The Number of All Population**

No	Class	Number
1	7A	31
2	7B	30
3	7C	30
4	7D	30

Sample is a part of population that has the same characteristic with population its self. Sugiyono (2012:118) stated "Sample is a part of the number of population that has the same characteristic". In simple word, sample is part or representative from the population that will be studied.

To establish the number of sample of this study, the researcher uses *Snowball Sampling Technique*. Cresswell (2002:161) stated that "Snowball sampling is a technique taken by interviewed a superior person. Cresswell told again deply that superior person can be a teacher, headmaster etc that knows all of condition about the sample". By the statement above, The researcher uses it to establish the number of sample. But before establishing it, the researcher interviews English teacher at SMP Muhammadiyah 11 Surabaya, who said that 7B and 7C class is more effective to be used as sample of this study. Based on interview above, the researcher establish that 7B class will get the treatment about teaching speaking uses IOC technique with Cue Card as media, while 7C class will not get treatment, and just taught speaking with "lecturing" method.

**Independent Variable (X)**

(X1) : The use of IOC method by using cue card in teaching speaking.

(X2) : The use of "lecturing" method (conventional) in teaching speaking.

**Dependent Variable (Y) : The Students' Speaking Ability**

Table 3 below shows the sequence of the data collection.

**Table 3. The sequence of the data collection**

<b>Control group</b>	<b>Experimental group</b>
1. The researcher enters the classroom and describes about the material	1. The researcher enters the classroom and describes about the material
2. The researcher asks to the students to describe their idol by their own word, and make it in some notes	2. The researcher divides the class into 6 groups. each group consists of 5 students
3. The researcher gives 40 minutes to the students to finishing it	3. The researcher describes about the material and implementation from IOC method
4. The researcher asks the students to go ahead in front of the class one by one.	4. The researcher asks the students to make circle and make them to face each other where inside circle bring the cue card and outside circle bring the some notes.
5. The researcher closes the class.	5. The researcher asks the students to move ach 1 minutes in another position in order to find their partners
	6. The researcher asks to the students to describe their idol by their own word with their partners.
	The researcher closes the class

## FINDINGS AND DISCUSSION

This section presents the findings of the experiment in each element of speaking. In this following table the result of the experimental group pretest and posttest is presented in term of pronunciation.

**Table 4. The result of the experimental group pretest and posttest**

<b>Calculation</b>	<b>Posttest</b>	<b>Pretest</b>
<b>N</b>	<b>30</b>	<b>30</b>
<b>Score</b>	<b>90</b>	<b>74</b>
<b>Means</b>	<b>3</b>	<b>2.4</b>
<b>Standard Deviation</b>	<b>0</b>	<b>0.8</b>
<b>Standard Error of Difference</b>	<b>0.14</b>	
<b>T-value (<math>t_{.05} = .245</math>)</b>	<b>4.28</b>	
<b>Explanation</b>	<b>Significant</b>	

Based on the mean score of experimental posttest in term of pronunciation is higher

than the mean score of experimental pretest. While the t-value of the experimental in pretest and posttest which is 4.28 is higher than t-table which is .245 with the level of significance .05 and the degree of freedom (df) 58. It shows that the achievement of the experimental in posttest is higher than pretest. So that it can be concluded that there is a significance difference between before giving treatment (pretest) and after giving treatment (posttest) in term of pronunciation. It means that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders because it can increase students' speaking ability in term of pronunciation.

The second element is grammar.

**Table 5. Grammar**

Calculation	Posttest	Pretest
N	30	30
Score	100	82
Means	3.3	2.7
Standard Deviation	0.70	0.70
Standard Error of Difference	0.17	
T-value ( $t_{.05} = .245$ )	3.52	
Explanation	Significant	

The mean score of experimental posttest is higher than the mean score of pretest. Whereas the t-value of both data which are 3.5 are higher than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58. It shows that the achievement of experimental group in posttest is higher than pre-test. So that, it can be concluded that there is a significant difference before giving treatment and after giving treatment especially in term of grammar. It means that the use of IOC method by using cue card for students' speaking ability is effective because students can increase their speaking ability in term of grammar.

The next element is vocabulary.

**Table 6. Vocabulary**

Calculation	Posttest	Pretest
N	30	30
Score	103	86
Means	3.4	2.8
Standard Deviation	0.7	0.8
Standard Error of Difference	0.22	
T-value ( $t_{.05} = .245$ )	2.73	

**Explanation**

**Significant**

Based on the mean score of experimental posttest in term of vocabulary is higher than the mean score of experimental pretest. While the t-value of the experimental in pretest and posttest 2.73 is higher than t-table which is .245 with the level of significance .05 and the degree of freedom (df) 58. It shows that the achievement of the experimental in posttest is higher than pretest. So that it can be concluded that there is a significance difference before giving treatment (pretest) and after giving treatment (posttest) in term of vocabulary. It means that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders because it can increase students' speaking ability in term of vocabulary.

The next term is fluency.

**Table 7. Fluency**

Calculation	Posttest	Pretest
N	30	30
Score	103	86
Means	3.4	2.8
Standard Deviation	0.7	0.9
Standard Error of Difference	0.22	
T-value ( $t_{.05} = .245$ )	2.73	
Explanation	Significant	

The data tells that the mean score of experimental posttest is higher than the mean score of pretest. Whereas the t-value of both data which are 2.73 are higher than the t-table which is .245 with level of significance .05 and degree of freedom (df) 58. It shows that the achievement of experimental group in posttest is higher than pre-test. So that, it can be concluded that there is a significant difference before giving treatment and after giving treatment especially in term of fluency. It means that the use of IOC method by using cue card for students' speaking ability is effective because students can increase their speaking ability in term of fluency.

And the last term is comprehension.

**Table 8. Comprehension**

Calculation	Posttest	Pretest
N	30	30
Score	82	74
Means	2.7	2.4
Standard Deviation	0.8	0.8

<b>Standard Error of Difference</b>	<b>0.22</b>
<b>T-value (<math>t_{.05} = .245</math>)</b>	<b>1.36</b>
<b>Explanation</b>	<b>Significant</b>

Based on the mean score of experimental posttest in term of comprehension is higher than the mean score of experimental pretest. While the t-value of the experimental in pretest and posttest which is 1.36 is higher than t-table which is .245 with the level of significance .05 and the degree of freedom (df) 58. It shows that the achievement of the experimental in posttest is higher than pretest. So that it can be concluded that there is a significance difference between before giving treatment (pretest) and after giving treatment (posttest) in term of comprehension. It means that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders because it can increase students' speaking ability in term of comprehension.

Some research finding mention that the use of IOC method by using cue card gives many benefits when it is applied at seventh graders. One of them is the students are more interested with the materials. This due to that the media of cue card and IOC method allows the students to interact as much as they can with their partners. Because the reason, students can increase the amount of time to speak in the target language by doing pair work and group work. Besides, students are able to increase their ability to cooperate and communicate with their friends. Moreover, the use of cue card as media in IOC method gives positive contribution toward the students' achievement in speaking. So that, the use of Inside-Outside Circle method by using cue card can be an alternative media to help the students' speaking ability especially describing people. As stated by Nunan (2003:55) that the advantages of IOC one of them is students can increase the amount of time to speak in the target language by doing pair work and group work. Besides, students are able to increase their ability to cooperate and communicate with their friends.

## CONCLUSION

There is significance on the students' speaking ability in pretest and posttest. Besides, the use of Inside-Outside Circle by using cue card is effective for students' speaking ability at seventh graders. That is proved by the significance in the students' speaking scores in experimental after calculating the post-test scores by using t-test. The scores of the students in the experimental group of posttest are higher than those in the pretest. It can be concluded briefly as follows:

1. The use of Inside-Outside Circle method by using cue card is effective for students' speaking ability at seventh graders..
2. There is significance in the students' speaking ability in all of term speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension.

3. The Inside-Outside circle method by using cue card is good method for the teacher because it gives many advantages for students' speaking ability.

From those findings, it is assumed that the null hypothesis which is said that there is no effective on the students' speaking ability is rejected, while the alternative hypothesis which said that there is an effective on the students' speaking ability is accepted. Therefore, it can be concluded that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders.

By continuing this line of research, it is hoped that other technique of teaching can improve students speaking ability.

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